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ABSTRACT

The primary function of Hawaii's Advisory Council on Vocational and Technical Education is to evaluate the State's total vocational education effort and to publish and distribute the results in the form of an evaluation report. After a summary of 22 recommendations, the first section of the report gives the highlights of vocational education for fiscal year 1973. These highlights are the outcomes reported by the Department of Education and the Community Colleges for the objectives put forth in the annual State Plan for Administration of Vocational Education. Identified are: specific measureable objectives; level, population, and activity; outcomes sought; and outcomes achieved. The second section concentrates on effectiveness in meeting needs, focusing on problem areas of an ongoing or general nature. Six general and six specific problems are discussed, including a description of the problem and recommendations of the Council. Section three deals with recommendations made in fiscal year 1972, including comments regarding action taken. (SC)

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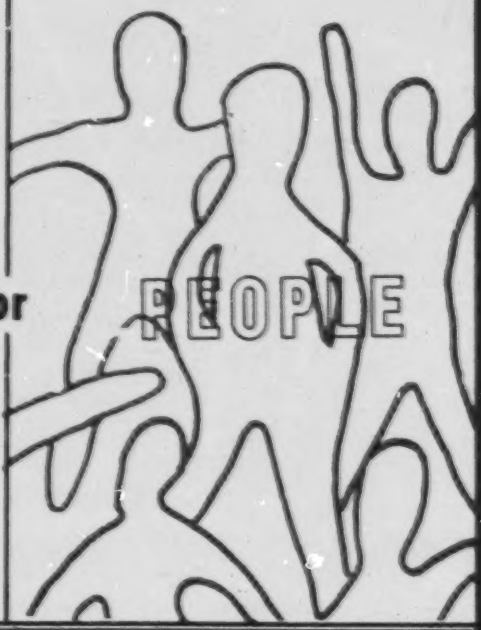
VOCATIONAL EDUCATION



ANNUAL EVALUATION REPORT

Fiscal Year 1973

U.S. DEPARTMENT OF HEALTH
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Advisory Council on Vocational and Technical Education
State of Hawaii

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ED 092672

ANNUAL EVALUATION REPORT
OF THE
STATE ADVISORY COUNCIL
ON
VOCATIONAL AND TECHNICAL EDUCATION
FY-1973

STATE OF HAWAII

JANUARY, 1974

STATE ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION
STATE COMMISSION ON MANPOWER AND FULL EMPLOYMENT
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OFFICE OF THE GOVERNOR
STATE COMMISSION ON MANPOWER AND FULL EMPLOYMENT
STATE ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION

John A. Burns
Governor

James J. M. Misajon
Chairman

January 23, 1974

Mr. Charles Ota
Chairman, State Board for
Vocational Education
University of Hawaii
Honolulu, Hawaii 96822

Dear Mr. Ota:

The Hawaii Advisory Council on Vocational and Technical Education submits its fourth Annual Evaluation Report of Vocational Education programs in Hawaii. This report is in compliance with the provisions of Public Law 90-576.

The report is presented for your review and in accordance with federal requirements is to be submitted through the State Board for Vocational Education to the U.S. Commissioner of Education and the National Advisory Council on Vocational Education. Any additional information or comments deemed appropriate by the Board may be attached prior to transmittal of the report.

The Council sincerely believes that if the recommendations made in this report are implemented, the results would further strengthen and expand Vocational Education at all levels in Hawaii.

Best wishes and blessings always.

Cordially,

James J. M. Misajon
Chairman

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SUMMARY OF RECOMMENDATIONS

SUMMARY OF RECOMMENDATIONS

The following is an overview of the Council's FY-73 recommendations:

- The State Board for Vocational Education should develop an administrative structure for Vocational Education that will give line authority and responsibility to an individual or agency.

- The Board of Regents, the State administration, and the Legislature should consider expanding the membership of the Board of Regents.

- Community Colleges should develop more and new options in Vocational Education.

- The State Board for Vocational Education should urge the State Legislature and the administration to provide funds to fully implement the restructured secondary Vocational Education programs.

- The State Board for Vocational Education should implement the FY-73 EPDA Articulation report and request articulation in other vocational programs and the related areas.

- The State Board for Vocational Education should develop a system to conduct occupational surveys on a regular basis to improve the present planning system for Vocational Education.

- The Institutional Research Project data system should include Hawaii Community College to improve Statewide planning of Vocational Education.

- The State Board for Vocational Education, acting as the Board of Regents, should direct the College of Education of the University of Hawaii to make vocational guidance a general requirement of all prospective teachers enrolled in the College of Education.

- The Department of Education should change its certification requirements to include vocational guidance training for all new educational personnel.

- The Department of Education and Community Colleges should develop and provide in-service vocational guidance training for teachers and counselors.

- The Community Colleges should seek funding to develop grades 13 and 14 of the Career Development Continuum Project.

- The State Board for Vocational Education should explore funding alternatives to expand and continue the Career Information Center.

- The State Board for Vocational Education should encourage the further development of communication between business, industry and labor and the vocational teacher and counselor.

- The provosts and veterans' advisors should meet with the Veterans Administration representatives to clarify any misunderstanding of the modular system.

- The State Board for Vocational Education should conduct a study to determine an equitable funding method for the Community Colleges involved in the early admission of high school students.

- The Community Colleges and high schools should consider formalizing early admission policies.

- The State Board for Vocational Education should support and urge the development of vocational student organizations at each high school and community college.

- The College of Education at the University of Hawaii should develop pre-service and in-service instruction for vocational teachers in organizing and advising vocational youth group organizations.

- The Legislature is urged to request the Department of Budget and Finance to develop a reimbursement system to allow vocational programs to operate on State funds until committed federal funds are released.

- Hawaii's Congressional delegation should be contacted on the possibility of correcting the lateness of federal Vocational Education funds.

- The State Board for Vocational Education, acting as the Board of Regents, should restudy the matter of reorganizing Hawaii Community College and Hilo College.

- The State Board for Vocational Education should conduct an inquiry of vocational-technical teacher education services and activities of the College of Education at the University of Hawaii.

I. STATE GOALS AND PRIORITIES IN VOCATIONAL EDUCATION

This portion of the report gives the highlights of Vocational Education for FY-1973. These highlights are the outcomes reported by the Department of Education and the Community Colleges for the objectives put forth in the annual State Plan for the Administration of Vocational Education required by Public Law 90-576. This State Plan is written in response to needs for Vocational Education which are expressed in terms of specific measurable goals.

A second document which provides direction to Vocational Education is the State Master Plan for Vocational Education. The Master Plan was written in 1968 and is presently being revised and updated in line with current developments. The State Master Plan for Vocational Education provides the broad general goals for Vocational Education in Hawaii while the annual State Plan is an implementation document.

SUMMARY - VOCATIONAL EDUCATION, FY-73

Each year the Department of Education and the University of Hawaii's Community Colleges report statistics in response to a federal request. These statistics are compiled by the State Director for Vocational Education in the Annual Descriptive Report for Vocational-Technical Education, FY-73, State of Hawaii. The report is then submitted to the State Board for Vocational Education and the U.S. Office of Education. The following is a summary of the FY-73 Report.

Department of Education (Secondary)

The Department of Education is responsible for the operation of all Vocational Education programs in grades K-12 and a limited number of programs for adults. The objectives of the Vocational Education programs at the secondary level are the acquisition of basic verbal, scientific, mathematical, manipulative skills and knowledge; the exploration of career opportunities, the acquisition of basic occupational skills, knowledge for job entry level positions, and preparation for entry into post-secondary Vocational Education.

Since 1970 the secondary vocational-technical students have been served through the restructured vocational-technical education programs, which include: Introduction to Vocations (Regular), Pre-Industrial Preparation (Disadvantaged), and the Occupational Skills (Handicapped). The Consumer and Homemaking Program serves the same categories of students but is not a part of the restructured program. Because of the austerity program in the State which has curbed the expansion of new programs, the DOE Vocational Education personnel have had to readjust the implementation deadline from 1977 to 1980 or further. Of the 35 high schools in Hawaii, the Introduction to Vocations Program (Regular) is offered in 11 schools, the Pre-Industrial Preparation Program (Disadvantaged) in 10 schools, and the Occupational Skills Program (Handicapped) in 15.

Consumer and Homemaking Education is available in all of the high schools.

The Department of Education served a total of 20,230 secondary students and 3,322 adults. Of these totals, 4,726 served were disadvantaged secondary students, 931 disadvantaged adult, and 590 handicapped secondary students. In the categories of cooperative training and work study 333 and 350 students were enrolled respectively in these programs.

Community Colleges (Post-secondary)

The seven Community Colleges in Hawaii have the responsibility of providing all public post-secondary Vocational Education. The Community Colleges are a part of the higher education system of

the University of Hawaii. The Vocational Education program objectives at the community college level include training for job entry, retraining, and upgrading of skills and knowledge as related to the needs of business and industry.

The Community Colleges offer training in 55 different specialized occupational areas. Many of these occupational training programs are offered at more than one of the campuses and lead to a certificate or associate degree in the areas of agriculture, business, construction/civil engineering, distributive, electrical/electronics, hospitality/food services, health services, marine science, mechanical, personal services, and public services.

In FY-1973 a total of 22,864 students were served by the Community College Vocational Education programs. Included in this total were 5,732 apprentices, 5,339 adults for upgrading of skills and knowledge and 153 adults for retraining. Of those served, 3,072 were disadvantaged and 248 were handicapped. At the post-secondary level 817 vocational students received cooperative work experience and 333 benefited from the work study program.

The accomplishments of the two levels of Vocational Education are presented in the following tables and are extracted from the Annual Descriptive Report for FY-1973:

DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION OBJECTIVES

Level, Population & Activity	Objectives	Outcomes Sought	1973 Outcomes Achieved
Elementary, Secondary & Post-secondary (Multi-group) Career Education	1. To produce implementation guides for career development K-14. (Guide for level 13 and 14 to be produced at Community Colleges.) Note: The conceptual model for the career development continuum was developed last year.	Prototype guides for K-3 4-6 7-9 10-12	Four prototype guides for levels: K-3 4-6 7-9 10-12
	2. To provide in-service training to implementors of the career development program.	No performance level stated.	In-service training for experimental teams at Waianae, Kaimuki & Konawaena complexes.
Secondary (Multi-group) Statewide computerized data system	1. To develop and maintain a data system of information needed for current administration, planning and research activities: student enrollment, follow-up of graduates, potential teacher survey, fiscal accounting.	80% of required data	70% of the required data for the year was available.
Secondary (General) Introduction to Vocations Program	1. To increase the percentage of students in the Introduction to Vocations Program who enter a selected post-secondary course of study after participation in this program.	65% 2,534	N/A (available Dec. 1973)
	2. To increase the percentage of high school students served through the Introduction to Vocations Program which enables them to develop saleable skills as well as prepare them for entry into the next level of training.	37% 12,349	38% 12,727

Level, Population & Activity	Objectives	Outcomes Sought	1973 Outcomes Achieved
Secondary (General) Consumer & Homemaking	1. To increase the 9-12 enrollment of Consumer & Homemaking programs serving youths.	6,574	5,656
	2. To maintain below 9th grade foundation program in Consumer & Homemaking for secondary students.	4,529	4,977
	3. Increase the number of home projects completed by home economics students to improve their home, school and community.	4,595	4,601
Secondary (Disadvantaged) Pre-Industrial Preparation Program	1. Increase the percentage of the number of identified disadvantaged youth to be served by the Pre-Industrial Preparation Program.	28% 982	30% 1,039
	2. Increase the percentage of students who enter a selected post-secondary course of study.	65% 196	N/A (available Dec. 1973)
	3. Increase California Test for Basic Skills percentile scores by at least 5 points in language, mathematics and science.	55%	67%
Secondary (Disadvantaged) Work Study	1. To increase the number of secondary schools offering work study programs.	29	30
	2. To increase the number and percentage of secondary vocational students enrolled in work study.	500	350
Secondary (Disadvantaged) Consumer & Homemaking	1. To increase the 9-12 enrollments of Consumer & Homemaking programs serving secondary students from economically depressed areas.	3,543	3,441
	2. To maintain below 9th grade foundation program in Consumer & Homemaking to serve secondary students from economically depressed areas.	1,524	1,659
	3. To increase the number of projects completed by Consumer & Homemaking students to improve their home, school and community.	2,475	2,500

Level, Population & Activity	Objectives	Outcomes Sought	1973 Outcomes Achieved
Secondary (Handicapped) Occupational Skills Program	1. To increase the percentage of successfully employed graduates, of the Occupational Skills Program, as of six months after graduation.	65%	73%
	2. To increase the percentage of the number of identified handicapped youth served by the Occupational Skills Program.	27% 535	31% 590
Adult (General) Consumer & Homemaking	1. Increase the number of Consumer & Homemaking Education Programs serving adults in the community.	38	13
Adult (Disadvantaged) Consumer & Homemaking	1. Increase the number of Consumer & Homemaking Education Programs serving adults in economically depressed areas.	27	23
Adult (General) Preparatory & Supplemental	1. Increase the number of adults served on Oahu as well as the neighboring islands through the Hawaiiana Program.	350	318
	2. Increase the placement rate of students enrolled in the Hawaiiana classes.	90%	58% (40% full-time) (18% part-time)
	3. Increase the rates of employed enrollees that upgrade their employment after supplementary training.	50%	45%

ADDITIONAL ACTIVITIES REPORTED BY THE DEPARTMENT OF EDUCATION IN FY-73

In addition to its ongoing programs, the Department of Education reported on three other programs in the Annual Descriptive Report for Vocational-Technical Education FY-73. These programs were: two exemplary projects, the Teacher Education Center at Konawaena High School and a Pre-Industrial Program including electronics at Aiea High School, a Cooperative Vocational Education Program and the Vocational Youth Organization Program.

The Teacher Education Center at Konawaena High School was a Part D funded exemplary project to serve the teacher-training center for the Pre-Industrial Preparation Program. This center was developed as an alternative to in-service workshops which have become too costly because of collective bargaining. The purpose of the center is to assist other schools presently operating or planning to develop a Pre-Industrial Preparation Program.

The second exemplary project is to develop a Pre-Industrial Preparation (disadvantaged) Program in electricity/electronics. It is correlated with the English, mathematics, and science classes as are other P.I.P. programs. This pilot program is being developed and tested at Aiea High School during the 1973-75 fiscal years. The first year's enrollment at Aiea was 29 electronic students.

Part G funds were used to maintain Cooperative Vocational Programs within the Regular Programs of the State. This included four cooperative programs in the Pre-Industrial Preparation Program, three in the Introduction to Vocations Program and one in the Occupational Skills Program. The four schools with cooperative programs in the Pre-Industrial Program were Farrington High School, Kohala High School, Konawaena High School and Waianae High School. McKinley, Radford and Waimea High Schools have the cooperative programs in the Introduction to Vocations Program. The only school with a cooperative vocational education program in the Occupational Skills Program is Waianae High School.

The third program reported by the Department of Education is the Vocational Youth Organization Program. There are presently three of the six National Vocational Youth Organizations represented in Hawaii's high schools. The first is DECA (Distributive Education Clubs of America) which has ten chapters and 233 members. DECA is for those students interested in pursuing a career in either the marketing or distribution fields. FFA (Future Farmers of America) is for those students interested in any phase of agriculture. There are 20 chapters with a total of 793 members. The third vocational organization in Hawaii is FHA (Future Homemakers of America) which has 846 members in 26 chapters. The three National Vocational Youth Organizations not represented in Hawaii's schools are Future Business Leaders of America, Office Education Association and Vocational Industrial Clubs of America.

COMMUNITY COLLEGE
VOCATIONAL EDUCATION OBJECTIVES

Level, Population & Activity	Objectives	Outcomes Sought	1973 Outcomes Achieved
Post-secondary (Disadvantaged) Special Services	1. To provide developmental programs in reading, mathematics and oral communications to vocational students with special needs.	1,398	2,141
	2. To increase the number of disadvantaged students being served in the cooperative programs.	33	161
Post-secondary (General) Vocational-Technical Education	1. To increase the number of students enrolled in post-secondary vocational education programs.	8,682	11,640
	2. To increase the percentage of students who leave the programs prior to graduation with saleable skills.	60%	INA
	3. To increase the number of programs which would have the flexibility to enable students to enroll in vocational education programs at more frequent intervals within the quarters or semesters.	45	33
	4. To increase the number of programs that take into consideration the previous career preparation and experience of students and enable individuals to progress at their own rates.	3	22
	5. To develop individualized instructional materials so that students may progress at their own rates.	20	121
	6. To increase the number of programs that place greater emphasis on level of achievement rather than class attendance.	2	50
	7. To increase the number of new vocational-technical education programs.	6	5
	8. To institute and continue to increase the number of course modules to enable students to enroll at more frequent intervals than with the quarters or semesters.	15	159

Level, Population & Activity	Objectives	Outcomes Sought	1973 Outcomes Achieved
Post-secondary (General) Vocational-Technical Education	9. To increase the number of programs that take into consideration the individual differences and will allow students to progress at their own rates.	5	52
	10. To increase the number of high school students served through the early admissions programs.	700	377
	11. To increase participation in student activities by increasing the number of vocational education youth organizations.	3	17
	12. To plan and implement statewide workshops. Faculty members of the same discipline areas will meet and discuss subjects such as articulation, coordination, and curriculum matters.	7	8
Post-secondary (Handicapped) Special Services	1. To increase the number of handicapped students in the community college programs.	180	247
	2. To increase the number of handicapped students enrolled in cooperative and college work-study programs.		
	Cooperative	6	17
	College work-study	4	9
	3. To increase the number of student tutors in working with the handicapped.	45	63
Post-secondary (General) Research	To conduct research studies on:		
	1. Employment success and continuing education of vocational graduates with relevance to occupational programs.	6	6
	2. Employment success and continuing education of vocational drop-outs and non-returnees with relevance to occupational programs.	1	2

Level, Population & Activity	Objectives	Outcomes Sought	1973 Outcomes Achieved
Post-secondary (General) Research	3. Current and projected occupational needs of the business-industry communities.	3	3
Post-secondary (Multi-group) Cooperative	1. To increase the number of students participating in cooperative education programs.	348	617
	2. To expand the number of and the types of work stations available for cooperative education students.	310	645
	3. To increase the number of part-time and full-time teacher-coordinators.	13	17

II. EFFECTIVENESS IN MEETING NEEDS

In developing the recommendations submitted in this section, the Council members and staff have been involved in numerous related activities during the year. These included regular monthly meetings, public meetings, conferences, seminars, institutes, campus visits, workshops, and frequent informal discussions with secondary and post-secondary Vocational Education personnel.

Although many questions, issues, and problems were discussed during these various meetings, only a limited number are presented. While the Council considers all issues to be important, it has concentrated on problem areas of an ongoing or general nature to ensure that Vocational Education continues on a firm base. Some of these recommendations are not new as they have been discussed in previous evaluation reports. They are submitted again because the Council feels they are crucial to the strengthening of Vocational Education in Hawaii and the Council hopes that action on the recommendations will be forthcoming in FY-74.

GENERAL PROBLEMS

ADMINISTRATIVE STRUCTURE OF VOCATIONAL EDUCATION

Problem:

The Council would like to commend the University of Hawaii's Board of Regents on its increased awareness of Vocational Education problems and urge its continued efforts in strengthening Vocational Education administration. The Board's most recent actions were in response to House Resolution No. 415, of the Seventh Legislature, 1973. Its actions answered two concerns previously expressed by the Council toward the improvement of the administration of Vocational Education.

The first action taken by the Board of Regents was to differentiate its two roles. It now adjourns its meeting after consideration of University matters as the Board of Regents and reconvenes with a separate agenda when acting as the State Board for Vocational Education.

The second action of the Board of Regents provides a more direct relationship between the State Director for Vocational Education and the State Board for Vocational Education. Under the new policy, the State Director reports directly to the executive officer of the State Board for Vocational Education (the President of the University of Hawaii). The Board of Regents also established a Subcommittee for Vocational Education and Community College Policies and the State Director attends the meetings of this subcommittee.

Despite the improvement in communication between the State Board for Vocational Education and the State Director, the Council believes that the present administrative structure could be strengthened to provide for accountability - since no one person or agency has the responsibility and authority to implement the Vocational Education program in the State - particularly at the post-secondary level. While the Department of Education is moving toward a coordinated Vocational Education program on the secondary level, the Community Colleges do not appear to be coordinating their programs on the post-secondary level to the same degree. This situation at the post-secondary level tends to hamper implementation efforts for total Statewide Vocational Education.

Under federal law the State Board for Vocational Education and the State Director for Vocational Education are responsible for providing leadership, direction, coordination, and fiscal control for the State's total Vocational Education effort: K-12 and post-secondary. To carry out this major responsibility, an adequate staff is necessary. This problem was noted by the Region IX, U.S. Office of Education evaluation team which reviewed Hawaii's Vocational Education program during May 7-11, 1973. The comments on staffing are as follows:

The State Director for Vocational-Technical Education does not have sufficient professional staff for him to adequately carry out the responsibilities charged to him in the State Plan for Vocational Education. Without adequate staff, to whom assignments can be made, an undue amount of the work load falls on the State Director for program monitoring and technical assistance that should be done by staff, thus freeing the State Director to utilize his training and experience for efficient State administration of the program. The State Director currently has five professional staff under his immediate supervision, however, one has been on loan to the State Legislature and his Assistant State Director is on an indefinite assignment to the Community Colleges Division.

In relation to this responsibility for Statewide Vocational Education programs, it was expressed on several occasions during recent Council visitations to a number of campuses that there is a need for State Board members to observe the Vocational Education programs in the Community Colleges as well as in high schools. The Council feels that visitations to observe vocational programs will help State Board members become better acquainted with the actual programs for which they are responsible.

The Council fully recognizes the difficulties faced by the Board of Regents acting in its many capacities. In the past decade, its responsibilities have expanded to include the Community Colleges (1964), the Statewide vocational programs (1968), the University of Hawaii at Hilo, a new West Oahu campus, a new medical and law school, and greatly expanded graduate programs. The Council wishes to commend the regents on their dedication to their responsibilities and expresses, at the same time, its concern over the burdens placed on their limited numbers.

RECOMMENDATIONS:

- *The State Board for Vocational Education (Board of Regents) should consider developing an administrative structure for Vocational Education that will give line authority and responsibility to an individual or agency for the planning, coordination and implementation of Vocational Education in the State. In taking any appropriate action, the Board should also ensure adequate staffing to provide leadership, overall State planning, coordination and articulation of programs, research assistance, program evaluation, information to vocational guidance counselors, fiscal accountability, and assistance in the development of policies and*

procedures for administering Statewide Vocational Education.

- *The Board of Regents, the State administration, and the Legislature should consider expanding the membership of the Board to better distribute its many responsibilities.*

AVAILABILITY AND ACCESSIBILITY OF VOCATIONAL EDUCATION IN THE COMMUNITY COLLEGES

Problem:

The Council would like to express its growing concern that students may not be able to enroll in vocational programs they seek and that new vocational programs have not and may not be implemented because of the present State fiscal austerity. At the same time, there are job opportunities in business and industry for which no vocational programs are offered at the Community Colleges.

Because of the concern, the Council recently conducted an inquiry of the six Community Colleges that offer Vocational Education programs. Five reported they were not able to accommodate all the students in their choice of Vocational Education programs.

The Council wishes to reemphasize the statements of the Board of Regents in the document titled Controlled Growth for the University of Hawaii: Community Colleges, which stresses the consideration of both the individual's career choice and the availability of Vocational Education programs:

> *Beyond meeting the State's manpower requirements, the University has the responsibility to maximize the personal career options of its students. P. 15.
>
> Comprehensive Community Colleges will offer two-year career programs,.... Career programs will continue to be a high priority in the Community Colleges. P. 13.

RECOMMENDATION:

The State Board for Vocational Education should urge the Community Colleges to develop more and new options in Vocational Education programs and course offerings which meet not only the needs and interests of the individual, but also are compatible with the employment needs of business and industry.

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* Policy statements by the Board of Regents, Controlled Growth for the University of Hawaii: Community Colleges, University of Hawaii, Fall 1970.

RESTRUCTURED SECONDARY LEVEL VOCATIONAL EDUCATION PROGRAM

Problem:

The Council, in last year's report, expressed its concern over the Department of Education's lack of funds to fully implement its restructured Vocational Education program. Despite the State's tight fiscal situation, the Council feels that educational priorities should be readjusted to give all the youth in the State the opportunity to explore various job clusters.

The restructured Vocational Education program presently is in less than half of Hawaii's high schools and even with full funding could not be totally implemented before 1980 due to the delays.

RECOMMENDATION:

The State Board for Vocational Education should do all it can to urge both the State Legislature and the Administration to provide the necessary funds to fully implement the restructured secondary Vocational Education program.

ARTICULATION* OF VOCATIONAL EDUCATION PROGRAMS

Problem:

The Council would like to commend the Department of Education and the Community College personnel who participated in the FY-73 EPDA 553** Articulation Institute and those presently involved in the FY-74 EPDA Articulation Institute. The FY-73 institute developed articulation plans for four vocational program areas: auto mechanics, business education, drafting technology and food service education. The FY-74 institute will develop plans for four more vocational program areas. The FY-73 EPDA Articulation report is presently being considered by the State Board for Vocational Education.

These two articulation institutes are seen by the Council as an initial step in answering the need for better coordination. Additional efforts should be made to involve all Vocational Education programs that have not been included to date. Articulation should also take place between the vocational areas and related programs, making English, mathematics and similar courses required of Vocational Education majors more relevant to their subject area of study.

The primary types of articulation which should be developed are: 1) vertical articulation - which is between the high school and community college programs, e.g., business education courses of the high schools and Community Colleges; 2) horizontal articulation - which is between like programs at the same level, e.g., automotive technology courses in all the high schools that offer this program, and; 3) related program articulation - at the high schools or Community Colleges between the vocational programs and English, mathematics and other required programs, e.g., mathematics and drafting courses of the community college. Related program articulation is presently taking place in a few of the vocational programs in some Community Colleges and at the high school level in the Pre-Industrial Program. Reports indicate that this type of articulation is very beneficial to both the students and teachers involved.

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* An agreed-upon relationship and system which provide students an effective progression in an educational continuum without undue loss of credit or educational attainment.

**EPDA 553 is an amendment to the Higher Education Act of 1965, Title V (the Education Professions Development Act) which provides for in-service training for Vocational Education personnel.

The Council believes that some major steps toward overcoming articulation problems have been taken, and it hopes now that implementation by administrative action can occur as rapidly as possible.

RECOMMENDATION:

The State Board for Vocational Education should approve the FY-73 EPDA Articulation report and begin working with the Board of Education to implement the recommendations of this report through the appropriate administrative levels of the Department of Education and the Community Colleges. The State Board for Vocational Education should encourage the provosts to continue their support of the articulation efforts, implement the recommendation of the articulation institutes, and enter into agreements with the Department of Education in the remaining Vocational Education programs that need attention in terms of vertical articulation. The State Board should also encourage the Community Colleges and the Department of Education to develop and attain both horizontal and related program articulation. A possible means for achieving and continuing this desired articulation of programs may be to establish ongoing joint committees composed of appropriate instructional and administrative personnel involved at the two levels.

STATEWIDE VOCATIONAL EDUCATION PLANNING

Problem:

The Council feels that considerable progress has been made in planning for Vocational Education in the State. These accomplishments include the State Master Plan for Vocational Education, the Annual State Plan for the Administration of Vocational Education and the PPB System which all contribute to good planning. But plans are only as good as the data on which they are based. The Board of Regents in its policy statements* issued November 24, 1970, regarding Community Colleges stated, "A Statewide plan should be prepared for meeting predictable manpower requirements in the State of Hawaii". The Board of Regents has at its disposal, through the University system, a wealth of expertise to develop a good manpower data forecasting system in the State if research priorities were established to achieve such an objective. The Council would like to see the State Plan for the Administration of Vocational Education become a more viable planning instrument rather than a document primarily prepared to meet federal requirements.

Besides the lack of reliable data with which to plan, there are other areas that may tend to inhibit effective Statewide Vocational Education planning. One of these is a result of a vague policy of autonomy among the Community Colleges. The Council feels that because autonomy has not been adequately defined, many Statewide functions such as planning and articulation have been hampered under the guise of promoting greater campus autonomy. Another problem is that with the current reorganization of Hilo College and Hawaii Community College, the latter does not participate in the Institutional Research Project of the Office of the Vice-President for Community Colleges, thus preventing the development of a total Statewide data base for comparative purposes.

RECOMMENDATIONS:

- *The State Board for Vocational Education should develop a system to conduct occupational surveys on a regular basis to improve the present planning system for Vocational Education using University of Hawaii resources in coordination with other State agencies.*

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* Policy statements by the Board of Regents, Controlled Growth for the University of Hawaii - Community Colleges, University of Hawaii, Fall 1970.

- *The State Board for Vocational Education should take the necessary actions to include Hawaii Community College in the Institutional Research Project data system which is under the Vice-President for Community Colleges office. This would aid those responsible for Statewide planning of Vocational Education to make a complete assessment of the Statewide Vocational Education program.*

COUNSELING AND GUIDANCE

Problem:

The Council has, in the past, expressed the need to strengthen the vocational counseling and guidance programs at the secondary and post-secondary levels. The establishment of the Career Information Center and the Department of Education's initial steps in implementing the Career Development Continuum Project, K-14 are two important contributions to this end. During the recent Council visitations, an exchange program between high school and community college counselors was discussed. This would make each counselor aware of the programs offered by both levels. The Council would like to commend those school districts and Community Colleges that have taken action on this suggestion. While the Council is encouraged by these efforts, it feels that the ever present problem of meeting the vocational counseling needs of students still persists.

The need for a continued effort in improving vocational counseling was also indicated in a recent national study* which shows that many students still have misconceptions of the world of work. The researchers noted that "help with making career plans" is by far the major area of need indicated by 11th graders and far down the list was "discussing personal concerns", the primary task for which most counselors have been trained. Two misconceptions held by 11th graders in this study were that, "more than one-third of all job openings require a college degree, and most people remain in the same job throughout their adult lives".

This need for more vocational counseling was further emphasized during the EPDA 553 Articulation Institute held November 1973, where community college students commented on the articulation process as it relates to vocational counseling. The general consensus of the students was that, there is definitely a need for articulation between high schools and Community Colleges which should include more and better vocational counseling. The fact that teachers are the primary interface with students for most of their formal education indicates to the Council that they should be knowledgeable of occupational opportunities to assist students in vocational guidance.

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* Dale Pregiger, John Roth and Richard Noeth, A Nationwide Study of Student Career Development: Summary of Results, American College Testing Program Research Report No. 61, Iowa City, 1973.

RECOMMENDATIONS:

- The State Board for Vocational Education, acting as the Board of Regents, should direct the College of Education of the University of Hawaii to make vocational guidance a general requirement for all prospective teachers enrolled in the College of Education. This course should include an overview of the major occupations within each cluster of occupations based on the Dictionary of Occupational Titles.

- The State Board for Vocational Education should urge the Department of Education to change its certification requirements to include vocational guidance training for all new educational personnel.

- The State Board for Vocational Education should urge the Department of Education and direct the Community Colleges to develop and provide vocational guidance in-service training for those teachers and counselors who presently do not have such training.

- The State Board for Vocational Education, acting as the Board of Regents, should direct the Community Colleges to participate in the Career Development Continuum Project, jointly developed by the Department of Education and the University of Hawaii's Education Research and Development Center and actively seek funding to develop a grades 13-14 increment within the model. While the Department of Education is the sponsor of this project, the Council sees little possibility of success or continuity unless there is full participation of the Community Colleges to help develop and implement the program. The Council would like to insure that the money spent on expensive research succeed through the cooperation of all agencies providing linkages.

- The State Board for Vocational Education should begin exploring funding alternatives to expand and continue the Career Information Center which is now totally funded by an annual federal grant. The plans for expansion should make the Center a Statewide operation.

- The State Board for Vocational Education should encourage the further development of communication between business, industry and labor and the vocational teacher and counselor.

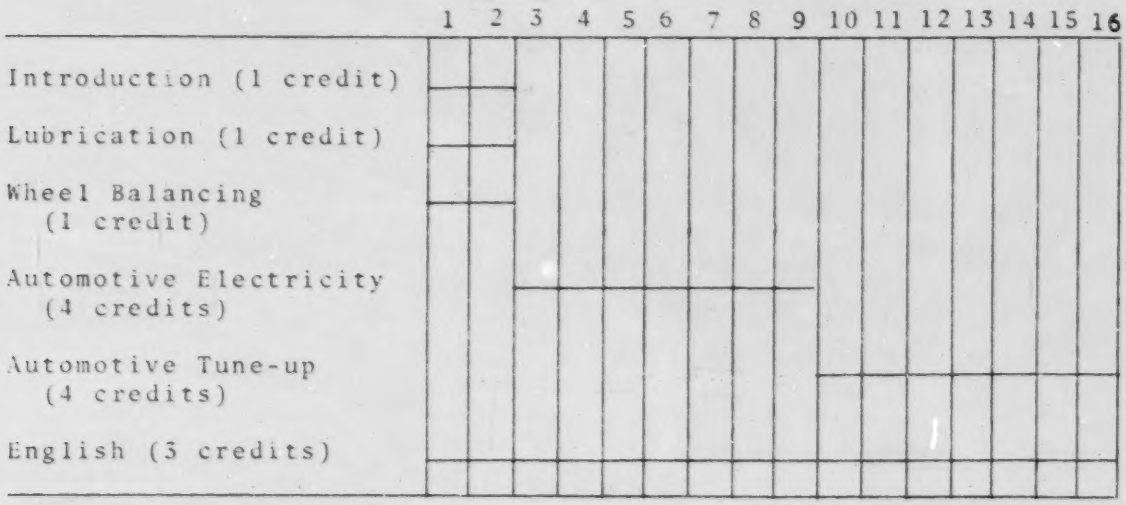
SPECIFIC PROBLEMS

VETERANS' EDUCATION BENEFITS AND MODULAR SCHEDULING

Problem:

Because of the present interpretation by the Veterans Administration of rules and regulations on classification of students for course load, a problem persists where some veterans are prevented from receiving full benefits. The problem is especially apparent where modular courses are offered. While a student may be enrolled for enough credits during a semester to classify him as a full-time student, he may in a modular system be taking, for example, only six of these credits during a given point in time during the semester. Under the Veterans Administration interpretation, the student would not be considered as studying full-time. This can be seen in the following example.

(Sample) Student Schedule in Automotive Technology


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
Introduction (1 credit)
Lubrication (1 credit)
Wheel Balancing (1 credit)
Automotive Electricity (4 credits)
Automotive Tune-up (4 credits)
English (3 credits)

Total 14 credits

As the Community Colleges continue to develop programs based on flexible scheduling, the rigidity of the Veterans Adminstration's rules may result in further problems for the veteran who chooses to enroll in innovative Vocational Education programs.

RECOMMENDATION:

The State Board for Vocational Education should direct the Council of Provosts and the veterans affairs advisors recently

appointed at Hawaii, Kapiolani, Kauai, Leeward and Maui Community Colleges to meet with the Veterans Administration representatives to clarify any misunderstandings of the modular system. This should be done in a unified and coordinated manner. It is possible that with adequate understanding of the problem by both parties, the problem could be resolved under existing rules. If specific problems occur that cannot be handled under existing rules, these should be isolated and communicated to the federal government and the State's Congressional delegation.

EARLY ADMISSION OF HIGH SCHOOL STUDENTS TO COMMUNITY COLLEGES

There are at times youth under the age of 18, both in and out of high school who should be considered for early admission to Community Colleges. Early admission should be provided for the following types of students: those who did not complete their high school requirements and are no longer in high school, those who have completed all graduation requirements or have only one or two courses to complete during their senior year, and those high school students who can benefit from advanced study in an area that is or is not offered at their high school.

It has been recommended in the past by the Council that early admission enrollments at the Community Colleges be expanded. This recommendation has been met with varying responses, especially in the area of Vocational Education. One of the problems which hinder expansion is that the Community Colleges do not receive funds for the early admission student.

RECOMMENDATIONS:

- *The State Board for Vocational Education should conduct a study to determine an equitable funding method for the Community Colleges involved in the early admission of high school students. The Council hopes that the Legislature would then be requested to appropriate funds to implement the recommendations of the study.*

- *The State Board for Vocational Education, working with the Community Colleges and high schools, should consider formalizing early admission policies. A possible means for achieving this may be a Statewide conference called by the State Board for Vocational Education with the Department of Education District Superintendents and community college provosts to develop and "articulate" their policies for Statewide and systemwide uniformity.*

VOCATIONAL YOUTH GROUP ORGANIZATIONS

Problem:

Despite the existence of Vocational Education programs in Hawaii for many years, only three of the six Vocational Education youth organizations are presently represented in Hawaii through established chapters at various schools. The three youth organizations represented are the Distributive Education Club of America (DECA), the Future Farmers of America (FFA), and the Future Homemakers of America (FHA). The three vocational clubs not presently represented in Hawaii are: the Future Business Leaders of America (FBLA), the Office Education Association (OEA) and the Vocational Industrial Clubs of America (VICA).

Membership in vocational youth organizations develop a sense of pride in the student's chosen area of study. These organizations also provide the student with the opportunity to discover the various careers covered by the respective organization and bring into focus his career goals.

RECOMMENDATIONS:

The State Board for Vocational Education should support and urge the development of the appropriate vocational student organizations at each high school and community college. To enhance this development the State Board for Vocational Education as the Board of Regents should direct the College of Education of the University of Hawaii to develop pre-service and in-service instruction for vocational teachers in organizing and advising these youth organizations.

FEDERAL APPROPRIATIONS

Problem:

As pointed out in the Council's FY-1972 evaluation report, the delay in the release of federal funds has at times severely hampered the operation of vocational programs. This problem will be a continuing one and means to alleviate it should be worked out as soon as possible. The 1973 Region IX evaluation team of the U.S. Office of Education mentioned this same problem in their written report which was submitted June 26, 1973.

RECOMMENDATIONS:

- *The Council urges the Legislature to request the Department of Budget and Finance to develop a reimbursement system which will allow the operation of vocational programs with State funds until the committed federal funds are released.*

- *The State Board for Vocational Education, in conjunction with the appropriate officials from the Department of Education and the Community Colleges should contact Hawaii's representatives in Washington, D.C. on the possibility of correcting this problem at the federal level.*

THE RELATIONSHIP OF HAWAII COMMUNITY COLLEGE WITH HILO COLLEGE

Problem:

The Council raises the question of the relationship between Hawaii Community College and Hilo College in this report despite the fact that it has been a general rule of the Council to avoid comments pertaining to only one particular campus. The Council presents its concerns in the belief that the issues raised in Hilo have repercussions throughout the higher education system in the State and may have a decided effect on post-secondary Vocational Education.

The Council believes that the functions of a community college differ from those of a four-year college. A community college serves a distinct role in a community in terms of availability, accessibility, flexibility, and appropriateness of the educational options offered. We feel it would be informative to review once more, the November 24, 1970 statement by the Board of Regents on the Community Colleges.

> The goals of the Community Colleges of the University of Hawaii are comprehensive programs, low tuition, open-door admission, education guidance, quality teaching, and responsiveness of the community which each college serves.
>
> Education is a right of all persons, regardless of age. Vocational education is required, for example, for those who need to be retrained for work after their old vocation has become obsolete or is no longer satisfying. Some adults did not remain in school long enough to acquire the basic tool skills for learning; they need developmental courses in reading, writing, and computing. Other adults will be looking for courses and programs to fill special interests in their lives. The possibilities are limited only by the needs of the community and the imagination of those who seek to find ways to fill those needs.
>
> The Community Colleges should be in the forefront of educational innovation, seeking ways to educate more people effectively. Innovation is not sought for the sake of newness but for the purpose of better instruction of a broader range of content to serve community needs.

While the Council has reviewed a number of documents which refer to the Hilo reorganization, it appears that much of the movement for a combined Hawaii Community College and Hilo College has been based on economic grounds. We note the testimony of President Harlan Cleveland on October 25, 1973 before the Governor's Ad Hoc Commission on Operations, Revenues, and Expenditures entitled "Excellence Minus Six Years and Holding".

> U.H. Hilo. Perhaps the most precariously situated of all the units in the University system is the two-in-one emerging institution at Hilo. Because the momentum is vital to the success of the Hilo experiment, a continuing dollar drought might be fatal -- yet one thrust of the (still only partially) combined Hawaii Community College and Hilo College has been economy, just as another has been to try to grow up rapidly to a size permitting both educational variety and economies of scale.

Economic efficiency, however, does not always provide the best educational options to our citizens. With reference to the island of Hawaii, the Council believes many of the specialized functions will lose their effectiveness if Hawaii Community College becomes the Vocational Technical Division of the University of Hawaii at Hilo or in any other way loses its special identity. We feel the identity and purpose of the community college must be preserved. Some of the problems which need to be resolved before a reorganization can take place are discussed below.

Of particular concern is the continued discontent among the faculty of Hawaii Community College. In November 1972, 82 percent of the Hawaii Community Collegfe faculty signed a petition opposing the merger of the community college with Hilo College.* As a result of the Council's visit to the Hawaii Community College on October 25, 1973, we are led to believe that the proportion is still as high today. Some specific issues related to faculty discontent include salary assignment and disparities in the instructor load and salary for identical courses. Such problems are already apparent between the Related Division at Hawaii Community College and the Developmental Educational Services Programs at Hilo College.

Of equal concern is the effect on the students at Hawaii Community College. While the Council is not arguing against the

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* Mamie Shaffer, Testimony to the Senate Higher Education Committee Regarding the Governance of Hawaii Community College, October 30, 1973.

combining of support services to students, we raise the question whether the level of student services now adequately meets community college needs. We believe that the counseling needs of Hawaii Community College students are different from those of Hilo College students. Community college students can best be served by vocational counselors who are aware and maintain a liaison with the occupational areas for which community college students are being trained. The Council is also concerned about the continuing accessibility of post-secondary education for disadvantaged students on the island of Hawaii under the open admissions policy common to all Community Colleges.

The problems cited above along with a number of others have been raised before. They are also contained in the testimonies given by various people on October 30, 1973 at the hearings of the Senate Interim Committee on Higher Education concerning the governance of Community Colleges.

The report of the accreditation team from the Western Association of Schools and Colleges, which visited Hawaii Community College on April 24-26, 1973 expresses many concerns about the combining of the two campuses. One of the recommendations in the accreditation team's report warned that, "Until safeguards are established to assure the continuance of strong vocational-technical programs...the college's (Hawaii Community College) autonomy should be preserved and not absorbed into a comprehensive institution". The Council concurs with this recommendation with one important exception. We suggest that the identity can best be preserved by affiliation whereby each college continues to grant its own degrees but benefits from certain combined support services and concurrent registration privileges for students.

RECOMMENDATION:

The State Board for Vocational Education, acting as the Board of Regents, should restudy the matter of reorganizing the two campuses and first adequately answer the problems cited in this and other reports.

COLLEGE OF EDUCATION IN-SERVICE COURSES FOR DEPARTMENT OF EDUCATION

Problem:

In this present Age of Technology where changes occur so rapidly there is a need for continual in-service education to enable workers, whether they are engaged in business, industry or education, to effectively deal with the changes brought about by advancements. To the vocational educator, in-service education is especially important in keeping up with current developments and presenting the latest subject matter in as meaningful a form as possible to students. With regard to in-service education, it is the Council's concern that the College of Education of the University of Hawaii has only partially met its obligation to the Department of Education under the agreement funded by the federal Vocational Education funds.

Appendix A, of the State Plan for the Administration of Vocational Education, is a tripartite agreement between the Dean of the College of Education, the President of the University of Hawaii and the State Director for Vocational Education. This agreement covers the services to be provided by the College of Education for vocational-technical personnel and administrators at both the secondary and post-secondary levels. The agreement specifies that the State Director reimburses the College of Education up to 50 percent for vocational teacher education with federal Vocational Education funds. These monies, according to the agreement, are to be used for vocational teacher educator salaries, clerical assistance, facilities, supplies, teaching aids, and travel needed by the vocational-technical teacher educators of the College of Education.

Under the general conditions of this agreement, it is stated that the vocational-technical teacher educators of the College of Education are to be given a teaching load that will enable them to provide not less than 50 percent of their time for in-service education activities. In relation to this portion of the agreement, there are two problems the Department of Education faces in regard to the in-service program provided by the College of Education.

First, there is a problem of the College of Education's responsiveness to the Department of Education's expressed needs for in-service education programs. There is some question as to whether the College of Education actually is meeting the Department of Education's needs or requests. The Department of Education says that the time lag is the major reason that their needs are not being met. It is apparent that if the College moves too slowly, however, the value of its in-service education could be negligible.

The second problem arises from the lack of responsiveness. Because the College of Education's regular courses are not meeting

Department of Education needs, additional costs are incurred when the Department of Education makes a specific request for an in-service course. The College of Education complies on the basis of an additional reimbursement beyond what it already receives through the tripartite agreement.

It is hoped that for the improvement of Vocational Education in Hawaii that these shortcomings can be corrected by the College of Education as soon as possible.

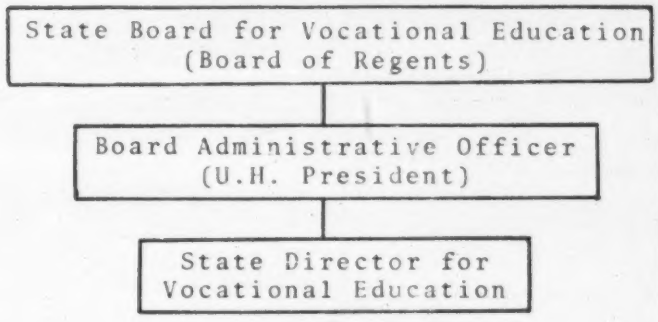
RECOMMENDATION:

The State Board for Vocational Education, which is responsible for the proper use of federal funds for Vocational Education, should conduct an inquiry of vocational-technical teacher education services and activities to determine if the full intent of the tripartite agreement (Appendix A) of the State Plan for the Administration of Vocational Education is being carried out by the University of Hawaii's College of Education.

III. RESPONSE TO PREVIOUS COUNCIL RECOMMENDATIONS

This section of the evaluation report deals with the recommendations made in the FY-72 evaluation report and includes comments regarding action taken.

The Council would like to express its appreciation for the actions taken on the recommendations and invites communication for advice and clarification on those recommendations still pending action.

RECOMMENDATIONS	COMMENTS
1. Administrative Structure	
• The Board of Regents at its regular meetings should adjourn when finished with University matters and reconvene as the State Board for Vocational Education.	The Board of Regents has taken appropriate action regarding this recommendation.
• The Board of Regents should restructure administrative relationship, to distinguish its Vocational Education responsibilities from purely University matters, as follows:	The Board of Regents acted upon this recommendation and in addition asked the State Director to attend the Board of Regents' Subcommittee on Vocational Education and Community College Policy.
	
• The State Director's federally funded staff positions for Vocational Education that were reassigned to the Vice-President for Community Colleges office be restored.	No action.
2. Restructured Secondary Vocational Education Program	
• The State Legislature and the Administration provide the funds necessary to continue implementation of the restructured program on the secondary level.	As the restructured program has been commended throughout Hawaii and also by the U.S. Office of Education, it is hoped that the State Legislature will consider, as much as possible, full funding for this program.

RECOMMENDATIONS	COMMENTS
3. Comprehensiveness on a Community College	
The State Board for Vocational Education was asked to authorize a study to determine how Vocational Education could be strengthened to ensure "comprehensiveness" (balance of vocational education and liberal arts programs) in the following ways:	No study was conducted but some of the recommendations have been answered as indicated.
• The Community Colleges should guarantee a percentage of Vocational Education slots on each campus to ensure that vocational students will not be excluded from such programs by the controlled growth policy.	No action.
• The Community Colleges should establish on each campus two deans of instruction, one responsible for vocational programs and the other for the liberal arts program, each reporting directly to the provost.	No action. However, prior to this recommendation, Honolulu Community College had and still has three interdisciplinary associate deans reporting to one dean of instruction which seems to be working well.
• The Community Colleges should reserve a given number of slots within the vocational programs for the DOE's early admission students.	Leeward Community College has recently implemented a project in line with this concern.
• The Vocational Education programs should provide more options to vocational majors.	As indicated in the Annual Descriptive Report for Vocational-Technical Education, FY-73, five new programs were started.

RECOMMENDATIONS	COMMENTS
4. Counseling and Guidance	
• The Community Colleges should be directed to participate in the DOE's Career Development Continuum Project and state a commitment to implement grades 13-14 increment within the model.	No action.
• The Community Colleges should be directed to support the program of the proposed (now active) Career Information Center.	Clyde Yoshioka, provost of Honolulu Community College is on the CIC Steering Committee representing provosts.
• The counselors are urged to make better use of the many qualified individuals in business, industry and labor by involving them with students in either workshops or conferences.	No action.
• The Department of Education should provide in-service training on vocational guidance and counseling techniques for all vocational teachers and counselors. Counselors should be required by principals to acquaint all teachers on the staff with occupational information and services.	The Career Development Continuum K-14 in its initial phases of implementation is beginning to answer some of the needs expressed in this recommendation. The Council urges continued efforts in this direction.
• The College of Education of the University of Hawaii should make vocational guidance training a required part of the curriculum for all pre-service teachers.	No action.

RECOMMENDATIONS	COMMENTS
5. Veterans' Education Benefits	
• The Council of Provosts should confer with the Veterans Administration representatives to explore solutions under existing rules to provide full training allowances for full-time veterans on the modular programs. If present problems cannot be solved, they should be communicated to the federal government and Hawaii's Congressional delegation.	It appears that the problem still persists on individual campuses as provosts have not coordinated their approach to the problem.
6. Coordination and Articulation - Community Colleges - University of Hawaii	
• The State Board for Vocational Education should direct Community Colleges to standardize the course contents of vocational courses that are taught on more than one campus.	The federally funded EPDA articulation workshop conducted in FY-75 is a partial answer to the articulation problem in the areas of auto mechanics, business education, drafting technology, and food service education. Implementation is presently pending State Board action. Another articulation workshop is presently under way in FY-74 to develop recommendations for four more areas.
7. Federal Appropriations	
• The provost, fiscal officer, and all vocational instructors of each community college should be required to participate in planning sessions for the annual State Plan for the Administration of Vocational Education. At that time, consideration should be given to techniques and methods to cope with delays in federal funding.	In December of 1973, a planning session was conducted involving community college provosts and administrative staff in preparation for FY 75.

RECOMMENDATIONS	COMMENTS
8. Programs for the Handicapped	
• The Community Colleges should develop ongoing programs for the physically handicapped to prepare them for occupations, especially where the handicap prevents their enrollment in regular programs.	Special projects for the handicapped are still conducted occasionally, but because many handicapped students do not want to be identified for special classes, most Community Colleges have designated a coordinator for students' special needs. This coordinator assists handicapped students by providing peer group student tutors.

APPENDIX

INTRODUCTION TO THE COUNCIL

Membership

The State Advisory Council on Vocational and Technical Education was established in May 1969 in accordance with Public Law 90-576. In the following year, the State Legislature through Act 170, Session Laws of Hawaii 1970, designated the existing Commission on Manpower and Full Employment to serve concurrently as the State Advisory Council, and it has performed both functions since July 1, 1970. The eighteen members of the Council are appointed by the Governor and represent labor, management, agriculture, education, training and the public in general. Each county is also represented in the membership.

Staff

The Council staff consists of [illegible] full-time researcher and necessary clerical personnel. Council members serve without compensation, receiving only their expenses involved in attending meetings. The work of the Council is supported through an annual grant from the U.S. Department of Health, Education, and Welfare and is wholly federally-funded.

Functions

The primary function of the Council is to evaluate the State's total vocational education effort and to publish and distribute the results. The Council accomplishes this through the preparation of its annual evaluation report which is submitted through the State Board for Vocational Education (Board of Regents, University of Hawaii) to the United States Commissioner of Education and the National Advisory Council on Vocational Education. The Council also advises the State Director of Vocational Education and the State Board for Vocational Education on the development and administration of the State Plan for Vocational Education. In accordance with Public Law 90-576, the State Plan must be prepared in consultation with the Council.

Public Participation

The Council meets regularly on the third Wednesday of each month at the State Capitol in Honolulu and holds one annual public hearing in conjunction with the State Plan. All meetings are open to the public.

The Council encourages any interested members of the community to make suggestions, recommendations, or inquiries concerning vocational education by letter or phone or by visiting our office between 7:45 a.m. and 4:30 p.m. during the week. A small collection of books and materials pertaining to vocational education is also available for use by interested persons.

REVIEW OF MAJOR ACTIVITIES - STATE ADVISORY COUNCIL
FY-73

Regular Meetings

Twelve monthly meetings were held on the third Wednesday of the month in Honolulu.

Completion and Submission of Required Reports

The Annual Evaluation Report for FY-72 was completed and submitted to the State Board for Vocational Education (Board of Regents), U.S. Office of Education and National Advisory Council on Vocational Education. (January 1973).

Contacts with Vocational Education Personnel

July 1972 - The Council participated in the second Convention of the Hawaii Practical Arts and Vocational Association.

October 1972 - Visitations to Kauai, Maui, and Hawaii Community Colleges were conducted.

November 1972 - Chairman and Executive Secretary participated with 49 other states in a joint meeting in Washington, D.C. with the National Advisory Council on Vocational Education.

Staff and members participated in the first Articulation Institute between DOE and the Community Colleges.

January 1973 - The State Council held a joint meeting with the Trust Territory Advisory Council.

February 1973 - Council sponsored the proclamations issued by the Governor and four mayors declaring Vocational Education Week and participated in the observance.

March 1973 - Staff and members participated in the Conference on the Handicapped and Disadvantaged.

April 1973 - Council member and Executive Secretary participated in National Conference on Vocational Education, Hot Springs, Arkansas.

May 1973 - Council cooperated with the Vocational Education Coordinating Advisory Council in the public hearing on the State Plan for the Administration of Vocational Education in Hawaii.

Council participated in the Cooperative Vocational Education Conference.